

# Distance Learning Policy Training

**Definition:** Distance education is formal learning activities where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to: print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

**Requirements for Contact Hours:** Students participating in distance education must meet the same standards for direct contact hours as all ABE students enrolled in AEFLA funded ABE programs, which includes obtaining a minimum of 12 hours of instructional contact with the program before being entered into IMAS and reported on the appropriate NRS Table 4.

## Methods

Clock Time Model (example curriculum: SkillsTutor) This model assigns contact hours based on the elapsed time that a learner is connected to the online program.

Mastery Model (example curriculum: Crossroads Café) Students are required to take mastery tests at the completion of each instructional unit. Ten proxy contact hours are awarded for each test the student passes with a score of 70% or better. This corresponds to the assigned number of proxy hours established by North Carolina and used in other Project IDEAL states.

Teacher Verification Model (example curriculum: GED Connection) This model provides for students to be assigned a predetermined number of proxy hours for completing each instructional component (e.g., completing workbook activities for the unit).

## Curriculum

### **SkillsTutor**

Method to accrue proxy attendance hours:

**Clock Method:** This model tracks time that students are logged in and working on assignments

Proxy Hours: Proxy hours are reported from the Student Detail Report on SkillsTutor

## **GED Connection**

Method to accrue proxy attendance hours: (validated by Project Ideal):

Teacher Verification Model: This model assigns contact hours based on the average hours to complete GED Connection units as determined by a study conducted through Project Ideal.

75-100% of unit        4 hours (See Appendix B)

50-74% of unit        2 hours (See Appendix B)

1- 49% of unit    0 hours (See Appendix B)

Specific targeted audience: Students whose NRS level indicates the ability to work on GED Connections materials that is written at a 10.2 G.E.

Specific Workbook Directions:

1. The first unit for each subject (writing, reading, social studies, science, and math) includes a subject-specific test that should be counted as 1 proxy hour.

2. The post-tests for each subject should be credited at 1 proxy hour per test.

3. Several units in the GED Connection's Writing Workbook contain Assignments to write practice essays. Each practice essay is counted as 50% of the seat time for that unit. In units 4,5,6, and 10, only one option for 2 hours can be recorded for each student: either the option with the essay or the one without it.

4. The sub-headings for each program in the writing workbook's answer key are counted as individual assignments or questions. If a sub heading has numbered questions, each question is counted individually.

See complete details in State Assessment Policy Addendum 1 and Appendix B listing each program and the number of questions required to earn contact hours (proxy attendance)

## **Crossroads Café**

Method to accrue proxy attendance hours:

Mastery Model: This model requires 70% mastery on an instructor administered assessment at the end of each unit.

Proxy Hours: 10 proxy hours are recorded for each unit mastered at the 70% referred to above.

**After reviewing each curriculum (if your region is using it) answer the following questions.**

## Questions:

1. In your own word give the definition of distance learning? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Students who participate in distance learning do not have to meet the same requirements for contact hours as students in face-to-face classes. True False
3. Match each of the following methods of distance learning to its description.  

_____Clock Time	A. This model provides for students to be assigned a predetermined number of proxy hours for completing each instructional component (e.g., completing workbook activities for the unit).
_____Teacher Verification	B. This model assigns contact hours based on the elapsed time that a learner is connected to the online program.
_____Mastery	C. Students are required to take mastery tests at the completion of each instructional unit. Ten proxy contact hours are awarded for each test the student passes with a score of 70% or better. This corresponds to the assigned number of proxy hours established by North Carolina and used in other Project IDEAL states.
4. On SkillsTutor, which report is used to report student hours? \_\_\_\_\_
5. For GED Connection, where do you find the exact hours to award students for work completed? \_\_\_\_\_
6. Where does an instructor find the test to administer to each student who uses Crossroads Café? \_\_\_\_\_
7. Which students are specifically targeted in GED Connections? \_\_\_\_\_  
\_\_\_\_\_